

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
English Language Arts and Reading, English III

Prepared by the State Board of Education TEKS Review Committees

First Draft, November 2015

These draft proposed revisions reflect the changes to the English language arts and reading Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education-appointed TEKS review committees for **English I-IV**. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~). Text proposed to be moved from its current student expectation is shown in purple font with strikethrough (~~moved text~~) and is shown in the proposed new location in purple font with underlines (new text location).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

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§110.33. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010.

TEKS with edits		Committee Comments
(a)	Introduction.	
(1)	The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.	
(2)	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	
(A)	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	
(B)	For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	
(C)	During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.	
(3)	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language,"	

	students will accomplish the essential knowledge, skills, and student expectations in English III as described in subsection (b) of this section.	
(b)	Knowledge and skills.	
(+)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
1(A)	determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes; Apply word study to increase vocabulary and learn new words and concepts, including academic and other content vocabulary.	CCRS II.B.1
1(B)	analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings; Use context and knowledge of roots, affixes, and cognates to determine denotation and connotation of unfamiliar words and phrases.	CCRS II.B.2
(C)	infer word meaning through the identification and analysis of analogies and other word relationships;	MV: To keep “analogies” as a type of word study as it forces students to consider words; “part of critical thinking,” concern that not all districts have ESOL; if analogies are included other methods of word study must also be included; analogies are used in exit testing. To strike “analogies” all together because CCRS have removed them, they are covered in “word study,” and teachers should be trusted to include them (analogies removed from SAT & ACT)
(D)	recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	“cognates” = moved to 1B
(E) 1(C)	use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. Use a variety of resources both print and digital, including dictionaries, thesauri or glossaries, to define, clarify, and validate understanding.	CCRS II.B.3 MV: 1. To keep “etymology” because it is a specific term and requires a specific action of study (“word

		<p>study” doesn’t mean the same thing). Will give more specific direction to the teacher.</p> <p>2. To remove “etymology” because we must trust teachers to understand the meaning of “word study” – and all its parts, to streamline language.</p>
<u>1D</u>	<u>Self-select texts and read independently</u>	Streamlined from ESOL 1
(2)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A)	analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	
(B)	relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	
(C)	relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	
(3)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	
(4)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.	
(5)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A)	evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	
(B)	analyze the internal and external development of characters through a range of literary devices;	
(C)	analyze the impact of narration when the narrator's point of view shifts from one character to another; and	

(D)	demonstrate familiarity with works by authors in American fiction from each major literary period.	
(6)	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	
(7)	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	
(8)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	
(9)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A)	summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	
(B)	distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;	
(C)	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	
(D)	synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	
(10)	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A)	evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	
(B)	analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.	
(11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	

(A)	evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and	
(B)	translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	
(12)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A)	evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	
(B)	evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	
(C)	evaluate the objectivity of coverage of the same event in various types of media; and	
(D)	evaluate changes in formality and tone across various media for different audiences and purposes.	
(13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A)	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	
(B)	structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	
(C)	revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	
(D)	edit drafts for grammar, mechanics, and spelling; and	
(E)	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	
(14)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	
(A)	write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	

(B)	write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	
(C)	write a script with an explicit or implicit theme, using a variety of literary techniques.	
(15)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A)	write an analytical essay of sufficient length that includes:	
(i)	effective introductory and concluding paragraphs and a variety of sentence structures;	
(ii)	rhetorical devices, and transitions between paragraphs;	
(iii)	a clear thesis statement or controlling idea;	
(iv)	a clear organizational schema for conveying ideas;	
(v)	relevant and substantial evidence and well-chosen details; and	
(vi)	information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;	
(B)	write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:	
(i)	a clearly stated purpose combined with a well-supported viewpoint on the topic;	
(ii)	appropriate formatting structures (e.g., headings, graphics, white space);	
(iii)	relevant questions that engage readers and consider their needs;	
(iv)	accurate technical information in accessible language; and	
(v)	appropriate organizational structures supported by facts and details (documented if appropriate);	
(C)	write an interpretation of an expository or a literary text that:	
(i)	advances a clear thesis statement;	
(ii)	addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;	
(iii)	analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;	
(iv)	identifies and analyzes the ambiguities, nuances, and complexities within the text; and	
(v)	anticipates and responds to readers' questions or contradictory information; and	
(D)	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	

(16)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	
(A)	a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	
(B)	accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	
(C)	an organizing structure appropriate to the purpose, audience, and context;	
(D)	information on the complete range of relevant perspectives;	
(E)	demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	
(F)	language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	
(17)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A)	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	
(B)	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	
(18)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.	
(19)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	
(20)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A)	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	
(B)	formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	
(21)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A)	follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	

(B)	systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	
(C)	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	
(22)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A)	modify the major research question as necessary to refocus the research plan;	
(B)	differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	
(C)	critique the research process at each step to implement changes as the need occurs and is identified.	
(23)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	
(A)	provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	
(B)	uses a variety of formats and rhetorical strategies to argue for the thesis;	
(C)	develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	
(D)	uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and	
(E)	is of sufficient length and complexity to address the topic.	
(24)	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A)	listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	
(B)	evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	
(25)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	

(26)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	
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Reading/Comprehension Skills

Combine information from the text and the readers schema in order to create a new understanding

Note: Synthesis – C Synthesis - (2DI)

Use text features, elements, structure to make and confirm prediction.

Note: Predicting (CCRS 111 2A) –

Generate questions about text to deepen understanding and gain information.

Note: Questioning (Figure 19 B)

Visualize to create sensory images to interpret and analyze text.

Visualizing (CCRS 11 A6) –

Search connections to personal experiences, ideas in other texts, and to the larger community.

Note: Connecting (Fig 19 F) (CCRS 11D1)– Search

Sort through information read to distinguish what is most important and understanding the authors message.

Note: Determining Importance – New S.E. (Research cited: Allington, Stephanie Harvey) Wilkerson (E.R.)

Make inference about text and use textual evidence to support understanding.

Note: Inference (Fig. 19 D) (CCRS IIA4)

Summarize paraphrase or retell (Synthesis it is justified in a S.E.) text in ways that maintain meaning and logical order within a text and across text.

Note: Summarize (Fig.19 E)

Establish purpose for reading assigned and self selected text and monitor comprehension making connections and adjustments when that understanding breaks down.

Note: Comprehension repair/self monitor (Fig. 19) (3rd 2.c)

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TEKS with edits		Committee Comments
(a)	Introduction.	
(1)	The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.	
(2)	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	
(A)	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	
(B)	For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	
(C)	During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.	
(3)	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language,"	

	students will accomplish the essential knowledge, skills, and student expectations in English III as described in subsection (b) of this section.	
(b)	Knowledge and skills.	
(1)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A)	determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	
(B)	analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	
(C)	infer word meaning through the identification and analysis of analogies and other word relationships;	
(D)	recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	
(E)	use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	
(2)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A)	analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	
(B)	relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	
(C)	relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	
<u>3</u>	<u>(3) Response: Reading/Writing/Speaking/Listening/Inquiring using Multiple Text Types: Response</u> <u>Students speak and write to convey viewpoints and comprehension of texts, which are read or heard, using the conventions of English for a variety of audiences and purposes. Students will continue to apply earlier standards with greater depth to increasingly complex texts as they become independent, self directed, and critical learners.</u> <u>Students are expected to:</u>	
<u>3 (A)</u>	<u>Defend insights gained about oneself, others, or the world from reading specific texts.</u>	CCRS II.D.1
<u>3 (B)</u>	<u>Defend ideas and claims with accurate textual evidence and relevant examples.</u>	Streamlined TEKS 2, 3, 4 5, 6, 7, 8, 9, 10 --supporting evidence from texts was in all reading KS CCRS2.A.4

3 (C)	<u>Explain how connotation determines meaning.</u>	CCRS II.B.b.
3 (D)	<u>State characteristics that indicate accuracy or reliability of texts to determine bias.</u>	CCRS II.C.4.a.
3 (E)	<u>Use a variety of note taking strategies, such as annotating, freewriting, summarizing, and synthesizing for clarification and elaboration.</u>	CCRS IV.A.3 CCRS IV.B.3
3 (F)	<u>Examine alternative points of view, taking different roles, to defend, oppose, or remain neutral.</u>	CCRS I.A.2.c.
(3)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	
(4)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.	
(5)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A)	evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	
(B)	analyze the internal and external development of characters through a range of literary devices;	
(C)	analyze the impact of narration when the narrator's point of view shifts from one character to another; and	
(D)	demonstrate familiarity with works by authors in American fiction from each major literary period.	
(6)	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	
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(8)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	

(9)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A)	summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	
(B)	distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;	
(C)	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	
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(A)	evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	
(B)	analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.	
(11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A)	evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and	
(B)	translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	
(12)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A)	evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	
(B)	evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	
(C)	evaluate the objectivity of coverage of the same event in various types of media; and	
(D)	evaluate changes in formality and tone across various media for different audiences and purposes.	

(13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A)	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	
(B)	structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	
(C)	revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	
(D)	edit drafts for grammar, mechanics, and spelling; and	
(E)	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	
(14)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	
(A)	write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	
(B)	write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	
(C)	write a script with an explicit or implicit theme, using a variety of literary techniques.	
(15)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A)	write an analytical essay of sufficient length that includes:	
(i)	effective introductory and concluding paragraphs and a variety of sentence structures;	
(ii)	rhetorical devices, and transitions between paragraphs;	
(iii)	a clear thesis statement or controlling idea;	
(iv)	a clear organizational schema for conveying ideas;	
(v)	relevant and substantial evidence and well-chosen details; and	

(vi)	information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;	
(B)	write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:	
(i)	a clearly stated purpose combined with a well-supported viewpoint on the topic;	
(ii)	appropriate formatting structures (e.g., headings, graphics, white space);	
(iii)	relevant questions that engage readers and consider their needs;	
(iv)	accurate technical information in accessible language; and	
(v)	appropriate organizational structures supported by facts and details (documented if appropriate);	
(C)	write an interpretation of an expository or a literary text that:	
(i)	advances a clear thesis statement;	
(ii)	addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;	
(iii)	analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;	
(iv)	identifies and analyzes the ambiguities, nuances, and complexities within the text; and	
(v)	anticipates and responds to readers' questions or contradictory information; and	
(D)	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	
(16)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	
(A)	a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	
(B)	accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	
(C)	an organizing structure appropriate to the purpose, audience, and context;	
(D)	information on the complete range of relevant perspectives;	
(E)	demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	
(F)	language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	

(17)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A)	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	
(B)	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	
(18)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.	
(19)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	
(20)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A)	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	
(B)	formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	
(21)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A)	follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	
(B)	systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	
(C)	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	
(22)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A)	modify the major research question as necessary to refocus the research plan;	
(B)	differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	
(C)	critique the research process at each step to implement changes as the need occurs and is identified.	
(23)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	

(A)	provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	
(B)	uses a variety of formats and rhetorical strategies to argue for the thesis;	
(C)	develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	
(D)	uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and	
(E)	is of sufficient length and complexity to address the topic.	
(24)	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A)	listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	Streamlined into Strand 3
(B)	evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	
(25)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	
(26)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	

§110.33. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010.

TEKS with edits		Committee Comments
(a)	Introduction.	
(1)	The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.	
(2)	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	
(A)	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	
(B)	For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	
(C)	During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.	
(3)	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language,"	

	students will accomplish the essential knowledge, skills, and student expectations in English III as described in subsection (b) of this section.	
(b)	Knowledge and skills.	
(1)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A)	determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	
(B)	analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	
(C)	infer word meaning through the identification and analysis of analogies and other word relationships;	
(D)	recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	
(E)	use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	
(2)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A)	analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	
(B)	relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	
(C)	relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	
(3)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	
(4)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.	

4	(4) (4) <u>Collaboration</u>: Reading/Writing/Speaking/Listening/ using Multiple Text Types: <u>Collaboration</u> Students work in teams which are both teacher and student-led to communicate effectively in a variety of contexts using <u>academic language</u> , the conventions of English . Students will continue to apply earlier standards with greater depth to increasingly complex texts as they become independent, self-directed, and critical learners. Students are expected to:	From 26 & CCRS
4 (A)	<u>Listen actively, respond appropriately, and adjust communication to audiences and purposes.</u>	CCRS III.A.2 CCRS IV.B.1
4 (B)	<u>Develop a plan that sets ground rules for decision-making and participates productively with others toward common goals.</u>	From 26 CCRS III.B.2
4 (C)	<u>Contribute relevant information and provide and receive constructive feedback by posing and answering questions, and conveying viewpoints.</u>	From 26 CCRS III.B.2
4 (D)	<u>Analyze, evaluate, and validate collaborations.</u>	CCRS III.B.3
(5)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A)	evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	
(B)	analyze the internal and external development of characters through a range of literary devices;	
(C)	analyze the impact of narration when the narrator's point of view shifts from one character to another; and	
(D)	demonstrate familiarity with works by authors in American fiction from each major literary period.	
(6)	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	
(7)	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	
(8)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide	

	evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	
(9)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A)	summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	
(B)	distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;	
(C)	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	
(D)	synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	
(10)	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A)	evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	
(B)	analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.	
(11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A)	evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and	
(B)	translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	
(12)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A)	evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	
(B)	evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	

(C)	evaluate the objectivity of coverage of the same event in various types of media; and	
(D)	evaluate changes in formality and tone across various media for different audiences and purposes.	
(13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A)	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	
(B)	structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	
(C)	revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	
(D)	edit drafts for grammar, mechanics, and spelling; and	
(E)	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	
(14)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	
(A)	write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	
(B)	write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	
(C)	write a script with an explicit or implicit theme, using a variety of literary techniques.	
(15)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A)	write an analytical essay of sufficient length that includes:	
(i)	effective introductory and concluding paragraphs and a variety of sentence structures;	
(ii)	rhetorical devices, and transitions between paragraphs;	
(iii)	a clear thesis statement or controlling idea;	

(iv)	a clear organizational schema for conveying ideas;	
(v)	relevant and substantial evidence and well-chosen details; and	
(vi)	information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;	
(B)	write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:	
(i)	a clearly stated purpose combined with a well-supported viewpoint on the topic;	
(ii)	appropriate formatting structures (e.g., headings, graphics, white space);	
(iii)	relevant questions that engage readers and consider their needs;	
(iv)	accurate technical information in accessible language; and	
(v)	appropriate organizational structures supported by facts and details (documented if appropriate);	
(C)	write an interpretation of an expository or a literary text that:	
(i)	advances a clear thesis statement;	
(ii)	addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;	
(iii)	analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;	
(iv)	identifies and analyzes the ambiguities, nuances, and complexities within the text; and	
(v)	anticipates and responds to readers' questions or contradictory information; and	
(D)	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	
(16)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	
(A)	a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	
(B)	accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	
(C)	an organizing structure appropriate to the purpose, audience, and context;	
(D)	information on the complete range of relevant perspectives;	
(E)	demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	

(F)	language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	
(17)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A)	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	
(B)	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	
(18)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.	
(19)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	
(20)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A)	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	
(B)	formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	
(21)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A)	follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	
(B)	systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	
(C)	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	
(22)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A)	modify the major research question as necessary to refocus the research plan;	
(B)	differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	
(C)	critique the research process at each step to implement changes as the need occurs and is identified.	

(23)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	
(A)	provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	
(B)	uses a variety of formats and rhetorical strategies to argue for the thesis;	
(C)	develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	
(D)	uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and	
(E)	is of sufficient length and complexity to address the topic.	
(24)	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A)	listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	
(B)	evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	
(25)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	
(26)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams; offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	<u>Now divided into new SEs for Strand 4</u>

§110.33. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010.

TEKS with edits		Committee Comments
(a)	Introduction.	
(1)	The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.	
(2)	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	
(A)	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	
(B)	For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	
(C)	During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.	
(3)	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language,"	

	students will accomplish the essential knowledge, skills, and student expectations in English III as described in subsection (b) of this section.	
(b)	Knowledge and skills.	
(1)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A)	determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	
(B)	analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	
(C)	infer word meaning through the identification and analysis of analogies and other word relationships;	
(D)	recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	
(E)	use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	
(2)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(5)	<u>(5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to:</u>	
<u>(A)</u>	<u>Analyze the structure and elements of classical, traditional, contemporary, and diverse literature, including theme and author's message in different time periods.</u>	Moved and combined from 2(A) and 2(B) CCRS II.C.2
<u>(B)</u>	<u>Analyze text from literary and expository genres as models to craft authentic writing.</u>	Suggestion from Cavanaugh on question #10 to create connection between reading and writing
<u>(C)</u>	<u>Make subtle inferences and draw complex conclusions across multiple texts, within and across genres, for elements such as theme, tone, characters, topic, perspective, and style using textual evidence.</u>	Combined from 9(D) and 9(C) CCRS II.A.8
<u>(D)</u>	<u>Compare and contrast how bias affects coverage of how events are presented and information is communicated in various media such as newspapers, television, documentaries, blogs, visual images, and internet.</u>	Moved and combined from 12(C), 12(A) and 12(D)
<u>(E)</u>	<u>Analyze how the historical period and cultural contexts influence texts.</u>	CCRS II C 3 AND TEKS 8

(F)	<u>Synthesize and draw conclusions from the factual, quantitative, or technical data presented in multiple graphical sources.</u>	Streamlined from 11B
(G)	<u>Recognize and apply rhetorical techniques and craft, including a clear and arguable thesis, relevant supporting evidence, pertinent examples, and insightful commentary to informational texts.</u>	Moved and combined from 15 and 16 TEKS
(H)	<u>Recognize and apply rhetorical techniques and craft, such as setting, characters, plot, literary devices, and structural elements to literary texts.</u>	Moved from 14 TEKS
(I)	<u>Recognize and apply rhetorical techniques and craft, including a clear and arguable thesis, reasoning, appeals, opposing viewpoints, and awareness of audience to argumentative texts.</u>	Moved and combined from 16 TEKS
(B)	relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	
(C)	relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	
(3)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metries, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	
(4)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.	
(5)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A)	evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	
(B)	analyze the internal and external development of characters through a range of literary devices;	
(C)	analyze the impact of narration when the narrator's point of view shifts from one character to another; and	
(D)	demonstrate familiarity with works by authors in American fiction from each major literary period.	
(6)	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	
(7)	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text	

	to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	
(8)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	Combined into 5E
(9)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A)	summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	
(B)	distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;	
(C)	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	Combined in 5C
(D)	synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	Combined in 5C
(10)	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A)	evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	
(B)	analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.	
(11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A)	evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and	
(B)	translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	
(12)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	

(A)	evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	
(B)	evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	
(C)	evaluate the objectivity of coverage of the same event in various types of media; and	
(D)	evaluate changes in formality and tone across various media for different audiences and purposes.	Combined with 12A and C in 5D
(13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A)	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	
(B)	structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	
(C)	revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	
(D)	edit drafts for grammar, mechanics, and spelling; and	
(E)	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	
(14)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	
(A)	write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	
(B)	write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	
(C)	write a script with an explicit or implicit theme, using a variety of literary techniques.	
(15)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A)	write an analytical essay of sufficient length that includes:	

(i)	effective introductory and concluding paragraphs and a variety of sentence structures;	
(ii)	rhetorical devices, and transitions between paragraphs;	
(iii)	a clear thesis statement or controlling idea;	
(iv)	a clear organizational schema for conveying ideas;	
(v)	relevant and substantial evidence and well-chosen details; and	
(vi)	information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;	
(B)	write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:	
(i)	a clearly stated purpose combined with a well-supported viewpoint on the topic;	
(ii)	appropriate formatting structures (e.g., headings, graphics, white space);	
(iii)	relevant questions that engage readers and consider their needs;	
(iv)	accurate technical information in accessible language; and	
(v)	appropriate organizational structures supported by facts and details (documented if appropriate);	
(C)	write an interpretation of an expository or a literary text that:	
(i)	advances a clear thesis statement;	
(ii)	addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;	
(iii)	analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;	
(iv)	identifies and analyzes the ambiguities, nuances, and complexities within the text; and	
(v)	anticipates and responds to readers' questions or contradictory information; and	
(D)	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	
(16)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	
(A)	a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	
(B)	accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	

(C)	an organizing structure appropriate to the purpose, audience, and context;	
(D)	information on the complete range of relevant perspectives;	
(E)	demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	
(F)	language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	
(17)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A)	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	
(B)	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	
(18)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.	
(19)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	
(20)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A)	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	
(B)	formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	
(21)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A)	follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	
(B)	systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	
(C)	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	
(22)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A)	modify the major research question as necessary to refocus the research plan;	

(B)	differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	
(C)	critique the research process at each step to implement changes as the need occurs and is identified.	
(23)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	
(A)	provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	
(B)	uses a variety of formats and rhetorical strategies to argue for the thesis;	
(C)	develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	
(D)	uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and	
(E)	is of sufficient length and complexity to address the topic.	
(24)	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A)	listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	
(B)	evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	
(25)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	
(26)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	

§110.33. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010.

TEKS with edits		Committee Comments
(a)	Introduction.	
(1)	The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.	
(2)	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	
(A)	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	
(B)	For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	
(C)	During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.	
(3)	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language,"	

	students will accomplish the essential knowledge, skills, and student expectations in English III as described in subsection (b) of this section.	
(b)	Knowledge and skills.	
(1)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A)	determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	
(B)	analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	
(C)	infer word meaning through the identification and analysis of analogies and other word relationships;	
(D)	recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	
(E)	use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	
(2)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A)	analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	
(B)	relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	
(C)	relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	
(3)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	
(4)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.	
(5)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A)	evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	
(B)	analyze the internal and external development of characters through a range of literary devices;	
(C)	analyze the impact of narration when the narrator's point of view shifts from one character to another; and	
(D)	demonstrate familiarity with works by authors in American fiction from each major literary period.	

(6)	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	
6	Author's Purpose and Craft: Reading/Writing/Speaking/Listening using Multiple Text Types: <u>Students use critical inquiry to analyze the purpose of authors' choices and how they influence and communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:</u>	
6(A)	<u>Use effective reading strategies to identify and analyze the audience, purpose, and message of a text.</u>	CCRS II.A.1, 9
6(B)	<u>Identify and analyze how an author's use of language contributes to the voice, mood, or tone of a text.</u>	CCRS II.A.10 same across all grades
6(C)	<u>Evaluate the use of both literal and figurative language to inform and shape the perception of readers.</u>	CCRS II.A.7 "Evaluate the use of both literal and figurative language to inform and shape the perception of readers" in Eng III and IV
6(D)	<u>Identify and analyze the use of literary devices including paradox, satire, antithesis, allegory to achieve specific purposes.</u>	e.g. s will be included in increasing complexity at various grade levels including nonlinear plot structures, direct and indirect characterization , and various points of view... English I Point of view, Irony, idiom English II: irony, motif, sarcasm English III: paradox, satire, antithesis, allegory English IV: analyze and evaluate ... satire, antithesis, allegory, paradox
6(E)	<u>Analyze the use of text structures and organizational patterns to achieve specific purposes.</u>	Streamlined: consolidated the concepts of genre-specific structure and elements in TEKS 3, 4, 5, 6
6(F)	<u>Evaluate the effectiveness of logical, empirical, and anecdotal evidence used by authors, such as personal anecdote and factual information, to achieve specific purposes. Students are expected to analyze</u>	CCRS II.A.3 Combined from TEKS 6A, 8A

	<u>how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation or event.</u>	Evaluate the effectiveness of logical, empirical and anecdotal (for E.III and E.IV)
6(G)	<u>Identify and analyze use of rhetorical devices including allusion, analogy, shift, and logical fallacies.</u>	“Logical fallacies” taken from 10 (B) English II: understatement, overstatement, allusion, shift, appeals, bias, parallelism English III: allusion, analogy, shift, logical fallacies English IV: allusion, analogy
6(H)	<u>Evaluate the effect of print and graphic features, such as charts, graphs, and images on an intended audience.</u>	CCRS II.A.2 Evaluate the effect of P & G features on an intended audience (E.III & E.IV)
6(I)	<u>Compose a variety of texts that use the elements of craft to advance the student’s purpose.</u>	CCRS I.A
(7)	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	
(8)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	
(9)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A)	summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	
(B)	distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;	
(C)	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	

(D)	synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	
(10)	<u>Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</u>	
(A)	evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	
(B)	analyze historical and contemporary political debates for such logical fallacies as non sequiturs, circular logic, and hasty generalizations.	“logical fallacies” moved to 6 (G)
(11)	<u>Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</u>	
(A)	evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and	
(B)	translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	
(12)	<u>Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</u>	
(A)	evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	
(B)	evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	
(C)	evaluate the objectivity of coverage of the same event in various types of media; and	
(D)	evaluate changes in formality and tone across various media for different audiences and purposes.	
(13)	<u>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</u>	
(A)	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	
(B)	structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	
(C)	revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes,	

	analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	
(D)	edit drafts for grammar, mechanics, and spelling; and	
(E)	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	
(14)	<u>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:</u>	
(A)	write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	
(B)	write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	
(C)	write a script with an explicit or implicit theme, using a variety of literary techniques.	
(15)	<u>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</u>	
(A)	write an analytical essay of sufficient length that includes:	
(i)	effective introductory and concluding paragraphs and a variety of sentence structures;	
(ii)	rhetorical devices, and transitions between paragraphs;	
(iii)	a clear thesis statement or controlling idea;	
(iv)	a clear organizational schema for conveying ideas;	
(v)	relevant and substantial evidence and well-chosen details; and	
(vi)	information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;	
(B)	write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:	
(i)	a clearly stated purpose combined with a well-supported viewpoint on the topic;	
(ii)	appropriate formatting structures (e.g., headings, graphics, white space);	
(iii)	relevant questions that engage readers and consider their needs;	
(iv)	accurate technical information in accessible language; and	
(v)	appropriate organizational structures supported by facts and details (documented if appropriate);	

(C)	write an interpretation of an expository or a literary text that:	
(i)	advances a clear thesis statement;	
(ii)	addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;	
(iii)	analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;	
(iv)	identifies and analyzes the ambiguities, nuances, and complexities within the text; and	
(v)	anticipates and responds to readers' questions or contradictory information; and	
(D)	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	
(16)	<u>Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:</u>	
(A)	a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	
(B)	accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	
(C)	an organizing structure appropriate to the purpose, audience, and context;	
(D)	information on the complete range of relevant perspectives;	
(E)	demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	
(F)	language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	
(17)	<u>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</u>	
(A)	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	
(B)	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	
(18)	<u>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.</u>	

(19)	<u>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.</u>	
(20)	<u>Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</u>	
(A)	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	
(B)	formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	
(21)	<u>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</u>	
(A)	follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	
(B)	systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	
(C)	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	
(22)	<u>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</u>	
(A)	modify the major research question as necessary to refocus the research plan;	
(B)	differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	
(C)	critique the research process at each step to implement changes as the need occurs and is identified.	
(23)	<u>Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:</u>	
(A)	provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	
(B)	uses a variety of formats and rhetorical strategies to argue for the thesis;	
(C)	develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	
(D)	uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and	

(E)	is of sufficient length and complexity to address the topic.	
(24)	<u>Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:</u>	
(A)	listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	
(B)	evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	
(25)	<u>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</u>	
(26)	<u>Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.</u>	

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(13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	
(A) 7A	<p>plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences; determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p> <p><u>Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.</u></p>	Streamlining
(B) 7B	<p>structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;</p> <p><u>Develop drafts of varying lengths choosing an effective organizational strategy, which builds on ideas to create a focused, organized, and coherent piece of writing in timed and open-ended situations.</u></p>	Streamlining
(C) 7C	<p>revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;</p> <p><u>Revise drafts independently and collaboratively to ensure clarity, development, organization, style, word choice, and sentence fluency.</u></p>	Streamlining
(D) 7D	<p>edit drafts for grammar, mechanics, and spelling; and</p> <p><u>Edit drafts independently and collaboratively for conventions.</u></p>	Streamlining
(E) 7E	<p>revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p><u>Publish written work for appropriate audiences.</u></p>	Streamlining
7F	<u>Write a multi-genre composition choosing elements from literary, informational, and argumentative modes.</u>	New: Allows students to experiment with the different modes.
7G	<u>Students write personal essays utilizing genre characteristics and author's craft.</u>	New: The personal essay portrays many elements of the narration, information, and persuasion and will help students with the college application essays.
7H	<u>Students write rhetorical analysis utilizing genre characteristics and author's craft.</u>	15A
7I	<u>Develop an engaging idea reflecting depth of thought with specific details and relevance.</u>	7.6 New In order to streamline, 7H-L represent characteristics of strong writing that appears in all genres.
7J	<u>Organize with sound and purposeful structure including an effective lead, sentence-to-sentence connections, and</u>	7.7 New

	<u>closing.</u>	CCRS 4 A
<u>7K</u>	<u>Use intentional word choice, precise nouns, and strong actions verbs</u>	7.8 New CCRS 4 C
<u>7L</u>	<u>Create sentence fluency including a variety of sentence structure and length.</u>	7.9 New CCRS 4 C
<u>7M</u>	<u>Design author’s craft to develop voice.</u>	7.10 New CCRS 4 B
<u>7N</u>	<u>Use correct conventions including</u>	7.11 New CCRS 5 College Readiness Standards
<u>7O(i)</u>	<u>sentence–combining techniques, effectively avoiding problematic splices, and sentence fragments.</u>	College Readiness Standards
<u>7O(ii)</u>	<u>commas to set off absolute, gerund, infinitive, and participle phrases</u>	9.17A(i)
<u>7O(iii)</u>	<u>semi-colons to indicate a relationship between closely related independent clauses.</u>	7.20B(ii) College Readiness Standards
<u>7O(iv)</u>	<u>parallel structure.</u>	8.19C College Readiness Standards
<u>7O(v)</u>	<u>lose, periodic, and inversion sentences</u>	Laying the Foundation
<u>7O(vi)</u>	<u>dashes, colons, parentheses, brackets, and ellipsis.</u>	College Readiness Standards 6.20B(ii)
<u>7O(vii)</u>	<u>consistent and logical use of verb tense.</u>	College Readiness Standards
<u>7O(viii)</u>	<u>use active and passive voice appropriately.</u>	19B
<u>7O(ix)</u>	<u>subject-verb agreement.</u>	6.19C College Readiness Standards
<u>7O(x)</u>	<u>pronoun-agreement.</u>	7.20B(i)
<u>7O(xi)</u>	<u>apostrophes to show possession.</u>	7.20B(i)
<u>7O(xii)</u>	<u>accurate usage of homonyms.</u>	4.22C College Readiness Standards
<u>7O(xiii)</u>	<u>capitalization.</u>	Eng I-IV 18A
<u>7O(xiv)</u>	<u>capitalization and punctuation of titles.</u>	6.20C
	<u>Identify and correct dangling modifiers.</u>	
(i)	advances a clear thesis statement;	
(ii)	addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;	
(iii)	analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;	

(iv)	identifies and analyzes the ambiguities, nuances, and complexities within the text; and	
(v)	anticipates and responds to readers' questions or contradictory information; and	
(D)	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	
(16)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	
(A)	a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	
(B)	accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	
(C)	an organizing structure appropriate to the purpose, audience, and context;	
(D)	information on the complete range of relevant perspectives;	
(E)	demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	
(F)	language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	
(17)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A)	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	
(B)	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	
(18)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.	
(19)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	
(20)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A)	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	

(B)	formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	
(21)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A)	follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	
(B)	systematically organize relevant and accurate information to support central ideas, concepts, and themes; outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	
(C)	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	
(22)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	
(A)	modify the major research question as necessary to refocus the research plan;	
(B)	differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	
(C)	critique the research process at each step to implement changes as the need occurs and is identified.	
(23)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	
(A)	provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	
(B)	uses a variety of formats and rhetorical strategies to argue for the thesis;	
(C)	develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments;	
(D)	uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and	
(E)	is of sufficient length and complexity to address the topic.	
(24)	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A)	listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	

(B)	evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	
(25)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	
(26)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	

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§110.33. English Language Arts and Reading, English III (One Credit), Beginning with School Year 2009-2010.

TEKS with edits		Committee Comments
(a)	Introduction.	
(1)	The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In English III, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.	
(2)	For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.	
(A)	English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.	
(B)	For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.	
(C)	During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or	

	with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.	
(3)	To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations in English III as described in subsection (b) of this section.	
(b)	Knowledge and skills.	
(1)	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	
(A)	determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;	
(B)	analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;	
(C)	infer word meaning through the identification and analysis of analogies and other word relationships;	
(D)	recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and	
(E)	use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.	
(2)	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	
(A)	analyze the way in which the theme or meaning of a selection represents a view or comment on the human condition;	
(B)	relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and	
(C)	relate the main ideas found in a literary work to primary source documents from its historical and cultural setting.	
(3)	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to analyze the effects of metrics, rhyme schemes (e.g., end, internal, slant, eye), and other conventions in American poetry.	

(4)	Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to analyze the themes and characteristics in different periods of modern American drama.	
(5)	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	
(A)	evaluate how different literary elements (e.g., figurative language, point of view) shape the author's portrayal of the plot and setting in works of fiction;	
(B)	analyze the internal and external development of characters through a range of literary devices;	
(C)	analyze the impact of narration when the narrator's point of view shifts from one character to another; and	
(D)	demonstrate familiarity with works by authors in American fiction from each major literary period.	
(6)	Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how rhetorical techniques (e.g., repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning.	
(7)	Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works.	
(8)	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze how the style, tone, and diction of a text advance the author's purpose and perspective or stance.	
(9)	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:	
(A)	summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion;	

(B)	distinguish between inductive and deductive reasoning and analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported;	
(C)	make and defend subtle inferences and complex conclusions about the ideas in text and their organizational patterns; and	
(D)	synthesize ideas and make logical connections (e.g., thematic links, author analyses) between and among multiple texts representing similar or different genres and technical sources and support those findings with textual evidence.	
(10)	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:	
(A)	evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and	
(B)	analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.	
(11)	Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	
(A)	evaluate the logic of the sequence of information presented in text (e.g., product support material, contracts); and	
(B)	translate (from text to graphic or from graphic to text) complex, factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.	
(12)	Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:	
(A)	evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;	
(B)	evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;	
(C)	evaluate the objectivity of coverage of the same event in various types of media; and	
(D)	evaluate changes in formality and tone across various media for different audiences and purposes.	
(13)	Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	

(A)	plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	
(B)	structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and rhetorical devices to convey meaning;	
(C)	revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases;	
(D)	edit drafts for grammar, mechanics, and spelling; and	
(E)	revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	
(14)	Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing. Students are expected to:	
(A)	write an engaging story with a well-developed conflict and resolution, complex and non-stereotypical characters, a range of literary strategies (e.g., dialogue, suspense) and devices to enhance the plot, and sensory details that define the mood or tone;	
(B)	write a poem that reflects an awareness of poetic conventions and traditions within different forms (e.g., sonnets, ballads, free verse); and	
(C)	write a script with an explicit or implicit theme, using a variety of literary techniques.	
(15)	Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	
(A)	write an analytical essay of sufficient length that includes:	
(i)	effective introductory and concluding paragraphs and a variety of sentence structures;	
(ii)	rhetorical devices, and transitions between paragraphs;	
(iii)	a clear thesis statement or controlling idea;	
(iv)	a clear organizational schema for conveying ideas;	
(v)	relevant and substantial evidence and well-chosen details; and	

(vi)	information on multiple relevant perspectives and a consideration of the validity, reliability, and relevance of primary and secondary sources;	
(B)	write procedural or work-related documents (e.g., résumés, proposals, college applications, operation manuals) that include:	
(i)	a clearly stated purpose combined with a well-supported viewpoint on the topic;	
(ii)	appropriate formatting structures (e.g., headings, graphics, white space);	
(iii)	relevant questions that engage readers and consider their needs;	
(iv)	accurate technical information in accessible language; and	
(v)	appropriate organizational structures supported by facts and details (documented if appropriate);	
(C)	write an interpretation of an expository or a literary text that:	
(i)	advances a clear thesis statement;	
(ii)	addresses the writing skills for an analytical essay, including references to and commentary on quotations from the text;	
(iii)	analyzes the aesthetic effects of an author's use of stylistic or rhetorical devices;	
(iv)	identifies and analyzes the ambiguities, nuances, and complexities within the text; and	
(v)	anticipates and responds to readers' questions or contradictory information; and	
(D)	produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that appeals to a specific audience and synthesizes information from multiple points of view.	
(16)	Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes:	
(A)	a clear thesis or position based on logical reasons supported by precise and relevant evidence, including facts, expert opinions, quotations, and/or expressions of commonly accepted beliefs;	
(B)	accurate and honest representation of divergent views (i.e., in the author's own words and not out of context);	
(C)	an organizing structure appropriate to the purpose, audience, and context;	
(D)	information on the complete range of relevant perspectives;	
(E)	demonstrated consideration of the validity and reliability of all primary and secondary sources used; and	

(F)	language attentively crafted to move a disinterested or opposed audience, using specific rhetorical devices to back up assertions (e.g., appeals to logic, emotions, ethical beliefs).	
(17)	Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A)	use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and	
(B)	use a variety of correctly structured sentences (e.g., compound, complex, compound-complex).	
(18)	Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.	
(19)	Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.	
(20)	Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	
(A)	brainstorm, consult with others, decide upon a topic, and formulate a major research question to address the major research topic; and	
(B)	formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.	See 8.C
(21)	Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:	
(A)	follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;	See 8.C
(B)	systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and	See 8.C
(C)	paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.	See 8.C See 8.C
(22)	Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	See 8.C
(A)	modify the major research question as necessary to refocus the research plan;	See 8.C

(B)	differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and	See 8.C
(C)	critique the research process at each step to implement changes as the need occurs and is identified.	See 8.C
<u>(8)</u>	<u>Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:</u>	
<u>A</u>	<u>Use the research process in informal inquiries to develop challenging topics and complex questions; locate a variety of sources, including primary and secondary sources; critically evaluate sources; and demonstrate understanding.</u>	CCRS V.A.1 CCRS V.B.1 CCRS V.B.2
(23)	Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation that:	
(A)	provides an analysis that supports and develops personal opinions, as opposed to simply restating existing information;	See Strand 5.G
(B)	uses a variety of formats and rhetorical strategies to argue for the thesis;	See Strand 5.G
(C)	develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter arguments;	
<u>B</u>	<u>Use the research process in formal inquiries to develop challenging topics and complex questions; devise a plan; locate and synthesize information from a variety of sources, including primary and secondary sources; and critically evaluate sources.</u>	Split from TEKS (20), (21), (22) CCRS V.A.1 CCRS V.B.1,2,3
<u>C</u>	<u>Use the research process in formal inquiries to determine the mode of delivery and to use information in order to design and present an argumentative publication, displaying academic citations.</u>	Split from TEKS (20), (21), (22) CCRS V.A.1 CCRS V.B.1,2,3 CCRS V.C
<u>D</u>	<u>Use source materials ethically.</u>	Split from TEKS (21) (C) CCRS V.C.2
(D)	uses a style manual (e.g., Modern Language Association, Chicago Manual of Style) to document sources and format written materials; and	
(E)	is of sufficient length and complexity to address the topic.	

E.	<u>Evaluate and incorporate appropriate technology to gather, organize, manage, analyze, and present information.</u>	CCRS V.C.1
(24)	Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	
(A)	listen responsively to a speaker by framing inquiries that reflect an understanding of the content and by identifying the positions taken and the evidence in support of those positions; and	
(B)	evaluate the clarity and coherence of a speaker's message and critique the impact of a speaker's diction and syntax on an audience.	
(25)	Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.	
(26)	Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.	